2016-20	18 INDUS	TRY C	LUS'	TER NA	ME Innovative	e Aca	demy	- the N	lext
	Ge	neratio	on of	Early C	College High S	choo	is		
Program authority:	TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; WIOA §17.278 and §17.258; and Carl Perkins Career and Tech Education				FOR TEA USE ONLY Write NOGA ID here:				
Grant Period		February 1, 2017, to May 30, 2018							
Application deadline:	5:00 p.m. Ce	ntral Time	, Nove	mber 1, 20	16		رق ا	Place date star	np here.
Submittal information:	must have an bind the applic aforementione Doc	5:00 p.m. Central Time, November 1, 2016  Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:  Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494				s to the Application	2016 NOV -1 PN	Texas Education /	
Contact information:	Lauren Dwig	gins, <u>laure</u>	-		exas.gov; (512) 463	-9581	Froi Co	ليا ليا	हरू हर्ष
					Information	-	3 5		nc
Part 1: Applicant Inforr	nation						7	- 0	
Organization name	County-Di	istrict #		Campus r	name/#		Amendr	nent#	
Silsbee Independent	10090400	1			arly College High Sc	hool	- iiiidiai	10111111	
School District									
Vendor ID #	ESC Regi	on#					DUNS #		
Mailing address	5								
1575 Hwy 96 North				·	City Silsbee		State	ZIP Co	
Primary Contact					Suspee		TX	77656	
First name	<del></del>	A.I.	11.554			I married "			
Paul		M.I.		ast name Title					
Telephone #			M Trevino Email address			Principal FAX #			
409-980-7877				ilsbeeisd.o			80-7881		
Secondary Contact						1 400 0	00-1001		
First name		M.I.	Last	name	<u> </u>	Title			
Sherrie			Thor				or of curri	culum	
Telephone #		Email ad	Email address			FAX#			
409-980-7823					409-9	409-980-7881			
Part 2: Certification and									
I hereby certify that the informamed above has authorized certify that any ensuing prograpplication guidelines and incertification requirements, supplicant that this application binding agreement.	ed me as its repre- gram and activity nstructions, the g pecial provisions	esentative t / will be cor general pro s and assur	to obliga nducted visions : rances.	ate this orga in accordan and assuran and the sche	nization in a legally bin ce with all applicable foces, debarment and su edules attached as and	ding con ederal ar Ispensio Ilicable I	tractual ag id state lav n certificati t is under	reement. I s and region, lobbyir	further ulations, ng
Authorized Official:									
First name M.I. Last name Richard Bain Felephone # Email address					Title Superi FAX #	intendent			
409-980-7877 Signature (blue ink prefer	rred) Ric	hard.bain(	@silsbe		e signed	409-98	30-7881		
Kı	1/20	,	10	-31-1	6	<b>701</b> -1	L6-108-	-027	
			For TE	EA Use On	ly		WAY II		=IV <sub>tv</sub>
Changes on this page have t	een confirmed v	with:		On this	date:				
/ia telephone/fax/email (circl	e as appropriate	)		By TEA	staff person:				i

Only the legally responsible party may sign this application.

City the regeny responsible party may sign this application.	
Schedule #	1—General Information
County-district number or vendor ID:	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended A	pplications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule	Schedule Name	Application Type		
#	Scriedule Name	New	Amended	
1	General Information		X	
2	Required Attachments and Provisions and Assurances		N/A	
4	Request for Amendment	N/A	$\square$	
5	Program Executive Summary			
6	Program Budget Summary			
7	Payroll Costs (6100)	See		
8	Professional and Contracted Services (6200)	Important		
9	Supplies and Materials (6300)	Note For		
10	Other Operating Costs (6400)	Competitive		
11	Capital Outlay (6600)	Grants*		
12	Demographics and Participants to Be Served with Grant Funds			
13	Needs Assessment	×		
14	Management Plan	N N		
15	Project Evaluation			
16	Responses to Statutory Requirements			
17	Responses to TEA Requirements			
20	Outside Sources of Income and Pre-Existing Content (Required for IHEs)		<del>–</del> –	

\*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organization	Part 4:	Single	Audit	Compliance	for IHEs	and Non	profit O	rganization
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INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year
Start date (MM/DD): End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit
Yes: No:

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Schedule #2—Required Attachment	s and Provisions and Assurances
County-district number or vendor ID:	Amendment # (for amendments only):
Part 1: Required Attachments	

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open- enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	MOU	The applicant must submit a draft Memorandum of Understanding among the dual credit partner, school district and school which establishes joint decision-making procedures that allow for planning and implementation of a coherent program across the institutions. The partnership and the MOU must include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the ECHS.

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances. Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
Х	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
Х	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
Х	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
Х	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
Х	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and	Provisions and Assurances
County-district number or vendor ID:	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below

X	I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.
#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that a liaison that represents the industry partner(s) will interact directly and frequently with ECHS staff.
4.	The applicant provides assurance that the industry partner will actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high-demand occupations, and may include industry recognized credentialing as part of degree plan design.
5.	The applicant provides assurance that the industry partner will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s)
6.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will employ a career counselor that serves only students of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
7.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will develop and maintain a leadership team that meets regularly to address issues of curriculum, school design, and sustainability.
8.	The applicant provides assurance that the leadership team will consist of high-level personnel with decision-making authority who meet regularly and report to each member organization or entity and will include  a. District: superintendent, associate superintendent of curriculum and instruction, or equivalent position, career and technical education director, and INDUSTRY CLUSTER NAME Innovative Academy ECHS principal or director  b. Primary dual credit partner: university or college president, provost, dean of college of education, and ECHS liaison  c. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison  d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liaison
9.	The applicant provides assurance that the partnership and the MOU will include provisions and processes for collecting, sharing, and reviewing student data to assess the progress of the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
10.	The applicant provides assurance that students enrolled in an ECHS course for both college and high school credit will not be required to pay for tuition, fees, or textbooks and that the school district or charter in which the student is enrolled will pay for tuition, fees, and required textbooks to the extent those charges are not waived by the partner IHE.
11.	The applicant provides assurance that the partnership will provide opportunities for ECHS teachers and higher- education faculty to collaborate through planning, teaching, and professional development.
12.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will provide a course of study that enables a participating student to receive a high school diploma and either an associate's degree or 60 semester hours toward a baccalaureate degree during grades 9–12. An academic plan must be in place showing how students will progress toward this goal.
13.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will administer a college placement exam (Texas Success Initiative Assessment (TSIA) to all incoming 9th-graders to assess college readiness and to enable students to begin college courses based on their performance—as soon as they are able, possibly as early as the 9th grade.

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	TOAGS Education rigidity				
	Schedule #2—Required Attachments and Provisions and Assurances (cont.)				
Cour	nty-district number or vendor ID:	Amendment # (for amendments only):			
14.	The applicant provides assurance that the INDUSTRY (autonomous high school that meets one of the following a. Is located on a college or university campus b. Is a stand-alone high school campus near a college of c. Is a small learning community within a larger high school teachers, leader, schedule, and curriculum plan)	criteria:			
15.	The applicant provides assurance that the INDUSTRY CLUSTER NAME Innovative Academy ECHS will be a full-day program (i.e., full day as defined in PEIMS) in which all academic instruction and support services are delivered to students at the designated ECHS campus and that students will not travel between two high school campuses in order to receive instruction or support services.				
16.	The applicant provides assurance that the INDUSTRY ( a principal or director who is 100% dedicated to the sch	CLUSTER NAME Innovative Academy ECHS will be led by ool.			

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:	

## Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

## Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the <u>TEA Grant Opportunities</u> page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

## Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget						
	·		Α	В	С	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$45,225	\$0	\$0	\$9,050
2.	Schedule #8: Contracted Services	6200	\$0	\$0	\$0	\$0
3.	Schedule #9: Supplies and Materials	6300	\$93,300	\$0	\$0	\$15,500
4.	Schedule #10: Other Operating Costs	6400	\$0	\$0	\$0	\$0
5.	Schedule #11: Capital Outlay	6600	\$207,000	\$0	\$0	\$41,400
6.	Total di	rect costs:	\$	\$0	\$0	\$0
7.	Indirect cost ( %):		\$	N/A	\$0	\$0
8.	Т	otal costs:	\$	\$345,525	\$0	\$0

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Texas Education Agency Schedule #4—Request for Amendment (cont.) County-district number or vendor ID: Amendment # (for amendments only): **Part 4: Amendment Justification** Schedule # Line **Description of Change** Being Reason for Change # Amended 1. 2. 3. 4. 5.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:		

6.

7.

Schedule #5—Program Executive Summ	arv
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County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial. Silsbee Independent School District is submitting this grant application with the prupose of implementing a Petroleum Refining and Chemical Products Innovative Academy ECHS at Silsbee High School. Silsbee ISD is identified as a Independent Town district type. Approximately 59.4 percent of the students enrolled at Silsbee meet the Texas Education Classification code of "At-Risk Student". The project being proposed will give a significant portion of our "At Risk" population access to education and training that will lead to occupations that are High Skill, High Demand, and High Wages in our region. Silsbee ISD has already partnered with Lamar Institute of Technology in the provision of academic dual credit opportunities and recognizes how the addition of this program will only enhance our capacity to offer comprehensive programs of study that lead to post-secondary as well as workforce readiness success.

## **Budget Development**

The Total Budgeted Cost for the grant of \$345,525 with a Cost Share amount of \$65,950 was developed as part of Silsbee ISD and LIT's collaboration on the ECHS Innovative Academy grant application and includes only reasonable and allowable costs. The costs developed as part of this grant application on schedules 6 through 11 were created using the General and Fiscal Guidelines and the Division of Grants Administration Administering a Grant.

## **District Demographics**

As stated previously, the percentage of students in Silsbee ISD meeting the Texas Education Code definition of "At-Risk" is 59.4%. This represents a significant portion of our student population. There is a real need to provide a program that will give us the capability of offering coursework and training that is comprehensive in the provision of postsecondary options and has the support and involvement of Industry that ensures effective preparation for employment.

### **Needs Assessment Process**

Our district process for conducting a needs assessment is an annual process which a list of needs/priorities are outlined and also included in our Campus Improvement Plan. Additionally, resources are allocated to those areas in need and listed as a high priority. In the area of Career and Technology, we are also utilize data collected from our Program Effectiveness Report for our Carl Perkins funds to analyze where we are training and certifying students in the high school. Once these areas of need are identified by the data it is then presented to our campus advisory teams to address this with our stakeholders.

## **Program Management**

As within the requirements of the Early College High School blueprint, we will have several meetings with our IHE partner and industry partner. Each semester Silsbee ECHS staff members, Lamar Institute of Technology staff members, and South Hampton will review course outline. Staff will be encouraged to attend the appropriate content area staff development workshops and/or conferences during the summer. Course and instructor evalution would be conducted for ECHS courses similar to the current practice for LIT instructors. Additionally, we will meet with Workforce Solutions of South East Texas for continual updates in the workforce market.

### Program Evaluation

Silsbee ISD will use existing data resources that include the AEIS/Student Report, PEIMS data system, along with a combination of district administrators, counselor, and teachers ongoing evaluation and review to monitor program progress. Student enrollment, retention, and completion will be areas of focus for ongoing review. Our post-secondary partner – Lamar Institute of Technology, will provide continuous support and guidance in the development, implementation, and evaluation of the dual credit/articulation components. Our industry partner, South Hampton Refinery- will provide support in the identification, delivery, and evaluation of worksite learning activities. Frequent leadership team meetings will give all stakeholders an opportunity to collectively address program improvement strategies.

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County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

### **Statutory Requirements**

An academic plan has been developed that will enable students in grades 9 -12 to earn a high school diploma with 42 hour core curriculum completion, as well as 18 hours of cluster specific coursework articulated with either the Instrumentation program of study or the Process Operating program of study. College credit will be earned through dual credit courses. LIT and Silsbee ISD will collaborate to ensure that LIT and Silsbee students have access to a course of study that enables students to earn a high school diploma and an associate's degree or 60 college credit hours on or before the fifth anniversary of the date of the student's first day of high school. LIT will assist with the identification of approved dual credit courses and creation of articulation agreements, give college credit for approved dual credit courses for which articulation agreements have been approved, and assist Silsbee ISD in creating customized education plans based on students' interests and aptitudes. In addition, a transfer and articulation agreement exists between the Associates of Applied Science degree at Lamar Institute of Technology and the Bachelor of Science degree in Industrial Technology at Lamar University.

### **TEA requirements**

The Local Workforce Development board has confirmed that the occupations and related training programs being proposed in this application do match the targeted occupation list for the Southeast Texas Region. Letter from Marilyn Smith, Executive Director of Southeast Texas Workforce Development board is attached. South Hampton Resources corporation in Silsbee, TX will be the primary industry partner in this project. South Hampton Resources fully supports the Industry Cluster Innovative Academy and has provided a letter of support that is one of the attachments, 100 percent of the students will have access to opportunities to participate in industry experiences, marketable skills, and detailed work activities. Instructional Worksite Learning will be a major component of the project. In addition, students will receive instruction and training in industry specific skills that include Operator Training Simulators and Log-out/Tag-out procedures. The Silsbee Petroleum and Refining Innovative Academy ECHS will employ a counselor that is dedicated to ECHS students. A description of two programs of study that span secondary and postsecondary education are addressed in Schedule #17. A coherent sequence of courses for both secondary and postsecondary educational levels has been outlined. Both programs of study are associated with targeted occupations for the Southeast Texas Workforce Development Board area. A crosswalk of postsecondary coursework required of a student in the program of study to complete a bachelor's degree in Industrial Technology at Lamar University is provided in Schedule #17. The Leadership Team for the Silsbee Petroleum and Refining Innovative Academy has been identified and provided in Schedule #17 page 32. A sustainability plan for the Petroleum and Refining Innovative Academy to continue to meet the goals of the grant beyond the period of the grant has been developed.

Silsbee ISD and LIT have an ongoing commitment to the goals of this grant program and have planned and budgeted for sustainability beyond the expenditure of start-up funds. LIT will provide funds for support services, as well as tuition and fee waivers for all Sillsbee Petroleum and Refining Innovative Academy students enrolled in dual credit courses in which Silsbee ISD provides a qualified teacher who can serve as an adjunct and the course is taught at Silsbee High School. Silsbee ISD will provide local funds for high school instruction, administration, and professional development beyond the expenditure of start-up funds.

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## Schedule #6—Program Budget Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Program authority: TEC §29.908; GAA, Art III, Rider 52, 84th Texas Legislature; Workforce Innovation and Opportunity Act §17.278 and §17.258; and Carl D. Perkins Career and Technical Education Act

Grant period: February 1, 2017, to May 30, 2018

Fund codes: See Notice of Grant Award (NOGA)

## **Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Cost Share
Schedule #7	Payroli Costs (6100)	6100	\$45,225	\$0	\$0	\$9,050
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$93,300	\$0	\$0	\$15,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$207,000	\$0	\$0	\$41,400
Total direct costs:			\$	\$	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$	N/A	\$0
Grand total of budgeted costs (add all entries in each column):			\$345,525	\$	\$345,525	\$65,950
	Adminis	trative Cos	t Calculation	1		
Enter the total grant amount requested:				\$0		
Percentage limit on administrative costs established for the program (10%):				× .10		
Multiply and round down to the nearest whole dollar. Enter the result.  This is the maximum amount allowable for administrative costs, including indirect costs:				irect costs:	\$0	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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		Texas Education Agency				
		Schedule #7—	Payroll Costs (6100)			
Cou	ınty-disti	rict number or vendor ID:	Amend	dment # (for a	mendments o	nly):
		Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Cost Share
Aca	demic/l	nstructional			<u> </u>	
1	Teach	er			\$	\$
2	Educat	tional aide			\$	\$
3	Tutor				\$	\$
Pro	gram M	anagement and Administration			<del>.</del>	
4	Project	t director			\$	\$
5	Project	t coordinator			\$	\$
6	Teach	er facilitator			\$	\$
7	Teach	er supervisor			\$	\$
8	Secret	ary/administrative assistant			\$	\$
9		ntry clerk			\$	\$
10		accountant/bookkeeper			\$	\$
11	Evalua	tor/evaluation specialist			\$	\$
Aux	ciliary					
12			1		\$45,225	\$9,050
13	Social	worker			\$	\$
14	Comm	unity liaison/parent coordinator			\$	\$
Oth	er Emp	loyee Positions				
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24			Subtotal emp	oloyee costs:	\$	\$
Sul	stitute,	Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30		Subtotal	substitute, extra-duty, b	enefits costs	\$	\$
31	Grane	d total (Subtotal employee costs plus subto	otal substitute, extra-du	uty, benefits	\$45,225	\$9,050

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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County-district number or vendor ID:	Amendment # (for amendments onl

/): NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval	Professional an	d Contracted Services	Requiring	<b>Specific Approv</b>	al
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	Expense Item Description	Grant Amount Budgeted	Cost Share
6269	Rental or lease of buildings, space in buildings, or land  Specify purpose:	\$	\$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$	\$
	Professional and Contracted Services		

#	Description of Service and Purpose	Grant Amount Budgeted	Cost Share
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5	···	\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
1	o. Subtotal of professional and contracted services:	\$	\$
	c. Remaining 6200—Professional and contracted services that do not require specific approval:	\$	\$
	(Sum of lines a, b, and c) Grand total	\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

	rexas Education Agency		
	Schedule #9—Supplies and Materials (6300)		
County	y-District Number or Vendor ID: Amendment number (for	amendments	only):
	Supplies and Materials Requiring Specific Approval		
	Expense Item Description	Grant Amount Budgeted	Cost Share
6300	Total supplies and materials that do not require specific approval:	\$93,300	\$15,500
	Grand total:	\$93,300	\$15,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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	Schedule #10—Other Operating	Costs (6400)		
County	- Company of the Comp	mendment number (for	amendments	only):
	Expense Item Description		Grant Amount Budgeted	Cost Share
6412	Travel for students to conferences (does not include field trips) authorization in writing.	. Requires	\$	\$
	Specify purpose:		,	1
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guid attach Educational Field Trip Justification Form.	elines and must	\$	\$
6413	Stipends for non-employees other than those included in 6419		\$	\$
6419	Non-employee costs for conferences. Requires authorization in	writing.	\$	\$
	Subtotal other operating costs require	ring specific approval:	\$	\$
	Remaining 6400—Other operating costs that do not requ	uire specific approval:	\$	\$
		Grand total:	\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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	Texas Education Agency				
	Schedule #1	1—Capital Outlay	(6600)		
Cour	nty-District Number or Vendor ID:	Am	endment number	(for amendme	nts only):
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Cost Share
3669	—Library Books and Media (capitalized and c				
1	20 State	N/A	N/A	\$	\$
6XX	(—Computing Devices, capitalized		- <u></u> -		
2	The second secon		\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5		2.0	\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
6X.	K—Software, capitalized				
12	Process Technology Simulation Software	10	\$12,000	\$120,000	\$24,000_
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
56X	K—Equipment, furniture, or vehicles				
19	Lock-Out/ Tag-Out Training Module	1	\$15,000	\$15,000	\$3,000
20	Chemical Distallation Training Unit	1	\$22,000	\$22,000	\$4,400
21	Instrumentation Training Units	2	\$25,000	\$50,000	\$10,000
22			\$	\$	\$
23_			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
	X—Capital expenditures for additions, improve			assets that m	aterially
29	Ease their value of useful life (not ofulfiary rep	ans and manitella	1106	\$	\$
			Grand total:	\$207,000	\$41,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total campus enrollment:40				
Category	Number	Percentage	Category	Percentage
African American	DNA	%	Attendance rate	96%
Hispanic	DNA	%	Annual dropout rate (Gr 9-12)	0.6%
White	DNA	%	Students taking the ACT and/or SAT	62.3%
Asian	DNA	%	Average SAT score (number value, not a percentage)	1388
Economically disadvantaged	DNA	%	Average ACT score (number value, not a percentage)	20.3
Limited English proficient (LEP)	DNA	%	Students classified as "at risk" per Texas Education Code §29.081(d)	59.4
Disciplinary placements		%	State assessment data	Met Standard

# Comments

## Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	2.9	5.1%	No degree	2	3.5%
Hispanic	0	0%	Bachelor's degree	45.4	79.7%
White	54.1	94.9%	Master's degree	9.1	16.0%
Asian	0	0%	Doctorate	0.4	0.8%
1-5 years exp.	15	26.3%	Avg. salary, 1-5 years exp.	36,336	N/A
6-10 years exp.	10.9	19.1%	Avg. salary, 6-10 years exp.	42,013	N/A
11-20 years exp.	10.9	19.1%	Avg. salary, 11-20 years exp.	48,515	N/A
Over 20 years exp.	18	31.5%	Avg. salary, over 20 years exp.	58,634	N/A

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Texas Education Agency Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.) County-district number or vendor ID: Amendment # (for amendments only): Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. PK **School Type** 3 5 6 7 8 9 10 11 12 Total (3-4)**Public** 40 40 Open-enrollment charter school Public institution Private nonprofit Private for-profit TOTAL: Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program. PK **School Type** Κ 1 3 4 5 6 7 8 9 10 11 Total 12 (3-4)**Public** Open-enrollment charter school Public institution Private nonprofit Private for-profit

TOTAL:

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Texas Education Agency Schedule #13—Needs Assessment County-district number or vendor ID: Amendment # (for amendments only): Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Based on information from Campus Needs assessment it is determined that Silsbee High School has over 700 students in the Career and Technology but is not currently meeting the demand for Petroleum Refining and Chemical Products. Our district process for conducting a needs assessment is an annual process which a list of needs/priorities are outlined and also included in our Campus Improvement Plan. Additionally, resources are allocated to those areas in need and listed as a high priority. In the area of Career and Technology, we are also utilize data collected from our Program Effectiveness Report for our Carl Perkins funds to analyze where we are training and certifying students in the high school. Once these areas of need are identified by the data it is then presented to our campus advisory teams to address this with our stakeholders. We come up with some suggestions and present this information at the upcoming budget meetings with the Superintendent and the Assistant Superintendent/CFO, Curriculum Director, and Director of CTE for further discussion. Lastly, the superintendent will present information to the Budget Committee within the ISD School Board and then to be presented at a public meeting for approval.

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## Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Budgetary constraints on technology on supplies and capital to adequately train students to the industry standards for Petroleum Refining and Chemical Products.	Allow ISD to purchase supplies and capital to train students on industry standards.
2.	Technology Needs are reliable equipment, teachers needing education on allowing students to play a greater role in the classroom.	Allow ISD to purchase supplies and capital to train students on industry standards.
3.	Re-evaluate the schedule with regards to House Bill 5 and new graduation requirements.	Will give the campus teams and the IHE an opportunity to devise more ways to offer these programs within the course master schedule for students.
4.	We have over 700 students represented in the Career and Technology program and only 39 industry certifications. Need a higher percentage of certifications to meet the need of our industry.	Will allow for the opportunity for students to obtain industry recognized certifications that were not attainable previously without the grant award in the area of Petroleur Refining and Chemical Products.
5.	We need to develop programs to increase attendance rates.	Will allow the ISD to work with the IHE to create a course crosswalk that will be conducive to program completion and give students a head-start in to a high need profession in our area.

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## Schedule #14—Management Plan

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	ECHS Administrator	Administrative certifications
2.	ECHS Counselor	Counseling certifications
3.	IHE Liaison	IHE approved certifications, workforce development experience
4.	Industry Liaison	Industry experience in the area of Petroleum Refining and Chemical Products Industry
5.	ECHS Coordinator	Knowledge of the ECHS blueprint, ECHS Summit experience

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
1.		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
2.		3.	XX/XX/XXXX	XX/XX/XXXX
İ		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
3.		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
		1.	XX/XX/XXXX	XX/XX/XXXX
		2	XX/XX/XXXX	XX/XX/XXXX
4.		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
-		5.	XX/XX/XXXX	XX/XX/XXXX
		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
5.		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Texas Education Agency
Schedule #14—Management Plan (cont.)
County-district number or vendor ID:  Amendment # (for amendments only):
Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
As within the requirements of the Early College High School blueprint, we will have several meetings with our IHE partner and industry partner. Each semester Silsbee ECHS staff members, Lamar Institute of Technology staff members, and South Hampton will review course outline. Staff will be encouraged to attend the appropriate content area staff development workshops and/or conferences during the summer. Course and instructor evalution would be conducted for ECHS courses similar to the current practice for LIT instructors. Additionally, we will meet with Workforce Solutions of South East Texas for continual updates in the workforce market.
Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Regular meetings and ongoing professional development between the ECHS, IHE partner, and Industry partner will help to maximize effectiveness of the program and the goals for students. We will have prepared a schedule of meeting dates and market trends in the area of Pertroleum Refining and Chemical products and the workforce needs for our county and surrounding areas. Additionally, we will meet with Workforce Solutions of South East Texas for continual updates in the workforce market.

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Texas Education Agency Schedule #15—Project Evaluation County-district number or vendor ID: Amendment # (for amendments only): Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Evaluation Method/Process Associated Indicator of Accomplishment** T-TESS appraisal system 1. approved by T.E.A. 2. 1. 3. S.A.C.C.S approval for 1. instructors 2. 2. 3. 1. 3. 2. 3. 1. 2. 4. 3. 1. 5. 2. 3. Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Each ECHS student will have a personal graduation plan completed in the district-wide data management program called DMAC. Student's grades and achievement data can be disaggregated into various reports to enable ECHS staff to interpret student strengths and weaknesses. They will also work with the counselor to develop a college degree plan. Students will have access to both the ECHS counselor and liaison to receive guidance on their academic goals and plans for the future. Both counselor and liaison will monitor student progress through various data sources. Student progress will be monitored on a personalized plan. The model course schedule will be modified for each student according to personal student interests. The modified daily schedule will benefit the student as Friday will be used to adjust and further student progress through weekly monitoring. Success will be determined as each student gains high school credit, college credit as well as skills that will allow them to be employable in a degreed or certificate requiring position upson the completion of high school or in a position to continue with their postsecondary experience at a four year college.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

Statutory Requirement 1: The commissioner of education is required to establish and administer an early college education program for students who are at risk of dropping out of school or who wish to accelerate completion of the high school program. Describe how the school will address each of the following:

- a. provide for a course of study that enables a participating student to combine high school courses and college-level courses during grade levels 9 through 12;
- allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either an associate degree; or at least 60 semester credit hours toward a baccalaureate degree;
- c. include articulation agreements with colleges, universities, and technical schools in the state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- d. provide a participating student flexibility in class scheduling and academic mentoring (TEC §29.908(b)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. Silsbee ECHS will be able to offer students a course of study to complete a Process Operating Technology and/or Instrumentation Technology degree.

	um Credit Earned at LIT	Process Operating Credit Earned at LIT
ALL transferrable to I	Lamar University BS-IT Degree	ALL transferrable to Lamar University BS-IT Degree
MATH1314 (3)	ENG 2321 (3)	PTAC 1302 (Introduction to Process Technology)
CHEM 1311/1111 (4)	ENG 2326 (3)	PTAC 1410 (Process Technology I- Equipment)
SPCH 1315/1318 (6)	ECON 2301 (3)	PTAC 1408 (Safety, Health, and Environment I)
ENG 1301 (3)	GOVT 2305/2306 (6)	SCIT 1494 (Special Topics in Chemistry)
ENG 1302 (3)	HIST 1301/1302 (6)	SCIT 1494 (Applied Physics I)
Arts 1301 (3)		

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**Texas Education Agency** Schedule #16—Responses to Statutory Requirements (cont.) County-district number or vendor ID: Amendment # (for amendments only): Statutory Requirement 1 (continued) Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Click and type here to enter response.

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Texas Education Agency	
Schedule #17—Responses to TEA Progr	am Requirements
County-district number or vendor ID:	Amendment # (for amendments only):
<b>TEA Program Requirement 1:</b> The applicant must identify, in partnership with its local workforce development board, high-demand occupations and programs of study that lead to these occupations. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Silsbee ISD, Lamar Institute of Technology, South Hampton, and Workforce Solutions South East Texas are currently working to build relationships and encourage post-secondary education for all students and are excited about the opportunity to provide ECHS to our students. (see attached documents)	
ær.	

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

**TEA Program Requirement 2:** The applicant must enter into an agreement with at least one industry partner, which may include one or more employers within an industry. Describe how the partner will commit to the following for the grant period:

- a. Serve as an active member of the INDUSTRY CLUSTER NAME Innovative Academy ECHS Leadership Team.
- b. Provide cash or in-kind contributions equal to 20-25% of the total grant award. Examples of in-kind contributions include costs associated with providing internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the INDUSTRY CLUSTER NAME Innovative Academy ECHS.
- c. Ensure a liaison that represents the industry partner(s) interacts directly and frequently with ECHS staff.
- d. Actively participate in the development of curriculum for the INDUSTRY CLUSTER NAME Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified highdemand occupations, and may include industry recognized credentialing as part of degree plan design.
- e. Assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the identified high-demand occupation(s).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- South Hampton Resources commits to the following for the grant period (February 1, 2017 through May 30, 2018):

  a. SHR will appoint an employee to serve as an active member of the Petroleum Refining and Chemical Products Innovative Academy ECHS Leadership Team.
  - b. SHR will provide cash or in-kind contributions equal to 20-25% of the total grant award (valued from \$80,000 to \$100,000). Examples of in-kind contributions include costs associated with providing guest speakers, internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the Petroleum Refining and Chemical Products Innovative Academy ECHS.
  - c. SHR will ensure a liaison that represents South Hampton Resources interacts directly and frequently with ECHS staff.
  - d. SHR will actively participate in the development of curriculum for the Petroleum Refining and Chemical Products Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high demand occupations, and may include industry recognized credentialing as part of degree plan design.
  - e. SHR will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the Petroleum Refining and Chemical Products Industry Cluster. (see attached document)

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Texas Education Agency Schedule #17—Responses to TEA Program Requirements (cont.) County-district number or vendor ID: Amendment # (for amendments only): TEA Program Requirement 3: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must ensure that 100% of students have access to opportunities to participate in industry experiences, including marketable skills, detailed work activities, etc. Applicants must provide a detailed plan that describes the industry experiences that will be made available to all INDUSTRY CLUSTER NAME Innovative Academy ECHS students throughout the student's high school career. The plan should build in rigor and responsibility as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Silsbee ISD, Lamar Institute of Technology, South Hampton, and Workforce Solutions South East Texas are currently working to build relationships and encourage post-secondary education for all students and are excited about the opportunity to provide ECHS to our students. Our students at ECHS will have equal access to all of the college benefits.

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Texas Education Agency	
Schedule #17—Responses to TEA Program	Requirements (cont.)
County-district number or vendor ID:	Amendment # (for amendments only):
<b>TEA Program Requirement 4:</b> The INDUSTRY CLUSTER NAME Inno counselor that serves only students of the INDUSTRY CLUSTER NAME responsibilities of the career counselor. Response is limited to space prothan 10 point.	E Innovative Academy ECHS. Describe the ovided, front side only. Use Arial font, no smaller
A counselor will be designated to ECHS students. The counselor will commonitor student success. Group sessions will also be held by the couns Student conferences and group meetings will be held to foster peer supengagement and motivation.	selor to address college-related issues. Parent-

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Texas Education Agency		
Schedule #17-	-Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID:	Amendment # (for amendments only):	
TEA Program Requirement 5: The INDUSTRY CLUSTER NAME Innovative Academy ECHS must describe at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by the INDUSTRY CLUSTER NAME Innovative Academy ECHS. Priority points may be awarded for describing multiple programs of study. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.  The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. Silsbee ECHS will be able to offer students a course of study to complete a Process Operating Technology and/or		
Instrumentation Technology degree in the	e area of Petroleum Refining and Chemical products.	
**		
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Schedule #17—Responses to TEA Program Requirements (cont.)		
County-district number or vendor ID:	Amendment # (for amendments only):	
<b>TEA Program Requirement 6:</b> The applicant must provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study to complete a bachelor's degree from the partnering general academic teaching institution(s) within two-three years of graduating from high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
(see attached document)		
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/ia telephone/fax/email (circle as appropriate)	By TEA staff person:	

Schedule #17—Responses to TEA Program Requiren County-district number or vendor ID: Amen	dment # (for amendments only):
TEA Program Requirement 7: The INDUSTRY CLUSTER NAME Innovative Academintain an ECHS Career Preparation Academy Leadership Team that meets regulated school design, and sustainability. The leadership team must consist of high-level programmer and sustainability. The leadership team must consist of high-level programmer and sustainability. The leadership team must consist of high-level programmer and sustainability. The leadership team must consist of high-level programmer and sustainability. The following:  a. District: superintendent, associate superintendent of curriculum and instruction, technical education director, and ECHS Career Preparation Academy principal of b. Primary dual credit partner: university or college president, provost, dean of college. College or university partner: INDUSTRY CLUSTER NAME Innovative Academy d. Industry Partner: INDUSTRY CLUSTER NAME Innovative Academy ECHS liais Response is limited to space provided, front side only. Use Arial font, no smaller the	demy ECHS must develop and ularly to address issues of curriculum, ersonnel with decision-making e leadership team must consist of the or equivalent position, career and or director ege of education, and ECHS liaison on
The ECHS Career Preparation Academy Leadership Team will consist of:	6
*Superintendent, Silsbee ISD *ECHS Principal *ECHS Counselor *President, Lamar Institute of Technology *Dean of Students, Lamar Institute of Technology *ECHS IHE Liaison *South Hampton (Industry Partner) Liaison	

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Schedule #17—Responses to TE	A Program Requirements (cont.)
County-district number or vendor ID:	Amendment # (for amendments only):
<b>TEA Program Requirement 8:</b> The applicant must describe continue to meet the goals of the INDUSTRY CLUSTER NA program. Response is limited to space provided, front side of the content o	a proposed sustainability plan to ensure that the school will ME Innovative Academy ECHS beyond period of the grant
Silsbee ISD will facilitate staff development for ECHS Director high school staff on recruitment and certification needs. Stip obtaining a master's degree to become eligible to teach an Equalified and certified in gifted and talented. Silsbee ISD will on the needs of the ECHS. Leaders will create a Profession environment and empower staff. Additionally, ECHS faculty	pends will be given as incentives for those pursuing and ECHS course. All district employed teachers will be highly a implement an annual professional development plan based at Learning Community to help create a positive learning

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Schedule #17—Responses to TEA Program Requirements (cont.)		
County-district number or vendor ID:	Amendment # (for amendments only):	
TEA Program Requirement 9: FOR NEW EARLY COLLEGE HIGH SCHOOLS ONLY – The applicant must describe a school plan that serves grades 9 through 12 and targets and enrolls a majority of students who are at risk of dropping		
out of school (at risk, economically disadvantaged, English	language learners, and first-generation college goers) or who	
level in grades 9-12. Response is limited to space provided	and attempts to serve no more than 100 students per grade	
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Schedule #18—Equitable Access and Participation					
County-District Number or Vendor ID: XXXXXXX Amendment number (for amendments only):				only):	
No Ba	rriers				
#	No Barriers		Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access participation for any groups	and	X	×	X
Barrie	r: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias		Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to participate	fully			
A02	Provide staff development on eliminating gender bias				
A03	Ensure strategies and materials used with students do not promote gender bias				
A04	Develop and implement a plan to eliminate existing discrimination effects of past discrimination on the basis of gender				
A05	Ensure compliance with the requirements in Title IX of the Education				
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program				
A99					
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Divers	sity	Students	Teachers	Others
B01	Provide program information/materials in home language				
B02	Provide interpreter/translator at program activities				
B03	Increase awareness and appreciation of cultural and linguistic di through a variety of activities, publications, etc.	versity			
B04	Communicate to students, teachers, and other program beneficial appreciation of students' and families' linguistic and cultural back				
B05	Develop/maintain community involvement/participation in progra activities	m			
B06	Provide staff development on effective teaching strategies for diverse populations				
B07	Ensure staff development is sensitive to cultural and linguistic did and communicates an appreciation for diversity	ferences			
B08	Seek technical assistance from education service center, technic assistance center, Title I, Part A school support team, or other pr				
B09	Provide parenting training	_			
B10	Provide a parent/family center				
B11	Involve parents from a variety of backgrounds in decision making	3			

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only): Barrier: Cultural, Linguistic, or Economic Diversity (cont.) Strategies for Cultural, Linguistic, or Economic Diversity **Students Teachers** Others Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to П П П **B12** the school Provide child care for parents participating in school activities П  $\Box$ **B13** Acknowledge and include family members' diverse skills, talents, and П  $\Box$ **B14** knowledge in school activities Provide adult education, including GED and/or ESL classes, or family П П **B15** literacy program Offer computer literacy courses for parents and other program П **B16** beneficiaries

Conduct an outreach program for traditionally "hard to reach" parents **B17** Coordinate with community centers/programs П П **B18** Seek collaboration/assistance from business, industry, or institutions of  $\Box$ П **R19** П higher education Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and **B20** П П color Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national **B21** П П П origin, and color Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the П П **B22** П Provide mediation training on a regular basis to assist in resolving П П П **B23** disputes and complaints Other (specify)  $\Box$ **B99 Barrier: Gang-Related Activities** # Strategies for Gang-Related Activities **Students Teachers Others** Provide early intervention C01 Provide counseling П П C02 Conduct home visits by staff П C03 Provide flexibility in scheduling activities П П C04 C05 Recruit volunteers to assist in promoting gang-free communities П Provide mentor program П  $\Box$ C06 Provide before/after school recreational, instructional, cultural, or artistic П П П C07 programs/activities

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only): **Barrier: Gang-Related Activities (cont.)** # Strategies for Gang-Related Activities **Students Teachers** Others C08 Provide community service programs/activities C09 Conduct parent/teacher conferences П П П C10 Strengthen school/parent compacts П П П C11 Establish collaborations with law enforcement agencies П П C12 Provide conflict resolution/peer mediation strategies/programs П  $\Box$ Seek collaboration/assistance from business, industry, or institutions of C13  $\Box$ higher education Provide training/information to teachers, school staff, and parents to deal C14 П П with gang-related issues Other (specify) C99 **Barrier: Drug-Related Activities** # Strategies for Drug-Related Activities **Students Teachers Others** D01 Provide early identification/intervention П П D02 Provide counseling D<sub>0</sub>3 Conduct home visits by staff  $\Box$ П Recruit volunteers to assist in promoting drug-free schools and D04  $\Box$ П communities **D05** Provide mentor program П П Provide before/after school recreational, instructional, cultural, or artistic D06 П П П programs/activities **D07** Provide community service programs/activities П П П D08 Provide comprehensive health education programs П П П Conduct parent/teacher conferences D09 П П П D10 Establish school/parent compacts П D11 Develop/maintain community collaborations П Provide conflict resolution/peer mediation strategies/programs D12 П П Seek collaboration/assistance from business, industry, or institutions of **D13** П П higher education Provide training/information to teachers, school staff, and parents to deal D14 П П П with drug-related issues **D99** Other (specify) П **Barrier: Visual Impairments** # Strategies for Visual Impairments **Students Teachers Others** E01 Provide early identification and intervention E02 Provide program materials/information in Braille  $\Box$  $\Box$ 

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only): **Barrier: Visual Impairments** # Strategies for Visual Impairments **Students Teachers** Others E03 Provide program materials/information in large type П E04 Provide program materials/information in digital/audio formats П П П Provide staff development on effective teaching strategies for visual E05 П П impairment E06 Provide training for parents П Format materials/information published on the internet for ADA E07 П accessibility E99 Other (specify) П П **Barrier: Hearing Impairments** # Strategies for Hearing Impairments F01 Provide early identification and intervention П П F02 Provide interpreters at program activities П П П F03 Provide captioned video material П П П Provide program materials and information in visual format F04 F05 Use communication technology, such as TDD/relay Provide staff development on effective teaching strategies for hearing F06 П П impairment F07 Provide training for parents П П F99 Other (specify) П **Barrier: Learning Disabilities** # Strategies for Learning Disabilities **Students Teachers Others** Provide early identification and intervention G01 П G02 Expand tutorial/mentor programs П П Provide staff development in identification practices and effective G03 П П П teaching strategies G04 Provide training for parents in early identification and intervention П G99 Other (specify)  $\Box$ Barrier: Other Physical Disabilities or Constraints # Strategies for Other Physical Disabilities or Constraints **Students Teachers** Others Develop and implement a plan to achieve full participation by students H01 П with other physical disabilities or constraints H<sub>0</sub>2 Provide staff development on effective teaching strategies H03 Provide training for parents П П H99 Other (specify)  $\Box$ 

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Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only): **Barrier: Inaccessible Physical Structures** # Strategies for Inaccessible Physical Structures **Students Teachers** Others Develop and implement a plan to achieve full participation by students J01 П with other physical disabilities/constraints Ensure all physical structures are accessible J02 **J99** Other (specify) П П Barrier: Absenteeism/Truancy # Strategies for Absenteeism/Truancy **Students Teachers** Others K01 Provide early identification/intervention Develop and implement a truancy intervention plan K02 П П K<sub>0</sub>3 Conduct home visits by staff П  $\Box$ П K04 Recruit volunteers to assist in promoting school attendance П K05 Provide mentor program П П K06 Provide before/after school recreational or educational activities  $\Box$ K07 Conduct parent/teacher conferences П П K08 Strengthen school/parent compacts П П П K09 Develop/maintain community collaborations П K10 Coordinate with health and social services agencies П П K11 Coordinate with the juvenile justice system П Seek collaboration/assistance from business, industry, or institutions of K12 П higher education Other (specify) K99 Barrier: High Mobility Rates # Strategies for High Mobility Rates Others **Students Teachers** L01 Coordinate with social services agencies L02 Establish collaborations with parents of highly mobile families П П L03 Establish/maintain timely record transfer system П П L99 Other (specify) П П **Barrier: Lack of Support from Parents** # Strategies for Lack of Support from Parents **Students Teachers Others** M01 Develop and implement a plan to increase support from parents

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M<sub>0</sub>2

Conduct home visits by staff

П

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only): Barrier: Lack of Support from Parents (cont.) # Strategies for Lack of Support from Parents **Students Teachers Others** M<sub>0</sub>3 Recruit volunteers to actively participate in school activities П M04 Conduct parent/teacher conferences П П П M<sub>0</sub>5 Establish school/parent compacts П П П M06 Provide parenting training  $\Box$ П **M07** Provide a parent/family center П П M08 Provide program materials/information in home language П M09 Involve parents from a variety of backgrounds in school decision making П П П Offer "flexible" opportunities for involvement, including home learning M<sub>10</sub> П П activities and other activities that don't require coming to school M11 Provide child care for parents participating in school activities П Acknowledge and include family members' diverse skills, talents, and M12 П knowledge in school activities Provide adult education, including GED and/or ESL classes, or family M<sub>13</sub> П literacy program M14 Conduct an outreach program for traditionally "hard to reach" parents П M15 Facilitate school health advisory councils four times a year П П M99 Other (specify) П **Barrier: Shortage of Qualified Personnel** # Strategies for Shortage of Qualified Personnel **Students Teachers** Others N01 Develop and implement a plan to recruit and retain qualified personnel П П Recruit and retain personnel from a variety of racial, ethnic, and language N<sub>0</sub>2 П minority groups N<sub>0</sub>3 Provide mentor program for new personnel П П N<sub>0</sub>4 Provide intern program for new personnel П N<sub>0</sub>5 Provide an induction program for new personnel П П П **N06** Provide professional development in a variety of formats for personnel П П N07 Collaborate with colleges/universities with teacher preparation programs П N99 Other (specify) Barrier: Lack of Knowledge Regarding Program Benefits # Strategies for Lack of Knowledge Regarding Program Benefits **Students Teachers** Others

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Develop and implement a plan to inform program beneficiaries of

Publish newsletter/brochures to inform program beneficiaries of activities

program activities and benefits

and benefits

P01

P02

П

П

П

Texas Education Agency Schedule #18—Equitable Access and Participation (cont.) County-District Number or Vendor ID: XXXXXX Amendment number (for amendments only): Barrier: Lack of Knowledge Regarding Program Benefits (cont.) # Strategies for Lack of Knowledge Regarding Program Benefits **Students Teachers** Others Provide announcements to local radio stations, newspapers, and P03 П П П appropriate electronic media about program activities/benefits P99 Other (specify) П П П **Barrier: Lack of Transportation to Program Activities** # Strategies for Lack of Transportation **Teachers Students Others** Provide transportation for parents and other program beneficiaries to Q01  $\Box$  $\Box$ activities Offer "flexible" opportunities for involvement, including home learning Q02 activities and other activities that don't require coming to school Conduct program activities in community centers and other neighborhood Q03  $\Box$ П П locations Q99 Other (specify) П  $\Box$ **Barrier: Other Barriers** # **Strategies for Other Barriers Students Teachers** Others Other barrier **Z99** П П Other strategy Other barrier **Z99** П П Other strategy Other barrier Z99  $\Box$ П Other strategy Other barrier **Z99** Other strategy Other barrier **Z**99 П  $\Box$ Other strategy Other barrier Z99  $\Box$ Other strategy Other barrier Z99 П П П Other strategy Other barrier **Z99** П Other strategy Other barrier Z99 П П Other strategy Other barrier **Z99** П П Other strategy

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Texas Education Agency Schedule #20—Outside Sources of Income and Pre-Existing Content County-district number or vendor ID: Amendment # (for amendments only): Part 1: Outside Sources of Income. Report any non-TEA income used to support or develop the identified TEA-funded project if the content, products, or materials created using grant funds are to be commercialized. NOTE: The grand total from this part of this schedule does not transfer to Schedule #6—Program Budget Summary. Not applicable. The contents, products, and/or materials created using grant funds will not be commercialized. X (If in the future it is determined that the content, products, and/or materials will be commercialized, the IHE applicant must contact the Division of Grants Administration at grants@tea.texas.gov). # Grantor **Grant Period Amount** 1 \$ 2 \$ \$ 4 \$ 5 Total: \$ Part 2: Pre-Existing Content. On this part of the schedule, list by title all items of pre-existing content that were not funded with TEA funds. The provisions of any and all memoranda of understanding between TEA and the IHE applicant regarding copyrights in works created by the IHE applicant, and/or its component institutions, with TEA funding, are incorporated herein. X Not applicable. No product, document, or content existed prior to receipt of grant funds from TEA. # Title **Date Developed** 1 2 3 4 5 6 7 8 9 10

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# South Hampton Resources, Inc.

P.O. Box 1636 Silsbee, Texas 77656

October 31, 2016

To whom it may concern:

South Hampton Resources, Inc., (SHR), a subsidiary of Trecora Resources, Inc., (NYSE: TREC), is an independent, petrochemical manufacturer in Silsbee Texas. As a major industry partner in Southeast Texas, we support the Silsbee ISD submission of an Early College High School (ECHS) Innovative Academy in the Petroleum Refining and Chemical Products Industry Cluster.

SHR relies on trained Petroleum Pump System Operators, Refinery Operators, Gaugers (Process Operators), Control Valve Installers and Repairers (Instrument Technician), which are considered to be High Demand and Targeted Occupations in the Southeast Texas Workforce Development Area. In order to encourage area high school students to pursue training in the Petroleum Refining and Chemical Products Industry Cluster, SHR commits to the following for the grant period (February 1, 2017 through May 30, 2018):

- a. SHR will appoint an employee to serve as an active member of the Petroleum Refining and Chemical Products Innovative Academy ECHS Leadership Team.
- b. SHR will provide cash or in-kind contributions equal to 20-25% of the total grant award (valued from \$80,000 to \$100,000). Examples of in-kind contributions include costs associated with providing guest speakers, internships, externships, apprenticeship programs, mentors, equipment, or staff to assist with curriculum development to support relevant and frequent industry experiences for students enrolled in the Petroleum Refining and Chemical Products Innovative Academy ECHS.
- c. SHR will ensure a liaison that represents South Hampton Resources interacts directly and frequently with ECHS staff.
- d. SHR will actively participate in the development of curriculum for the Petroleum Refining and Chemical Products Innovative Academy ECHS in order to ensure that the curriculum is appropriately aligned to marketable skills in the identified high demand occupations, and may include industry recognized credentialing as part of degree plan design.
- e. SHR will assist in the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeships, that expose students to applied learning and real-world work activities in the Petroleum Refining and Chemical Products Industry Cluster.

Please feel free to contact me with any questions or additional information.

Sincerely,

Ron Franklin

VP - Manufacturing rfranklin@southhamptonr.com



October 25, 2016

Mr. Paul Trevino, Principal Silsbee High School 1575 Highway 96 North Silsbee, Texas 77656

Dear Mr. Trevino,

The Southeast Texas Workforce Development Board, dba Workforce Solutions Southeast Texas, is one of 28 Workforce Boards in the state of Texas that is responsible for leading and governing the region's workforce system. As an administrative body, it provides oversight for employment and training programs in our area. Additionally, the Board is responsible for strategic planning to address workforce issues for a three county region. The Workforce Solutions Southeast Texas region consists of the counties of Hardin, Jefferson and Orange.

As such, we confirm that Petroleum Pump System Operators, Refinery Operators, and Gaugers (Process Operators) SOC Code 51-8093 and Control and Valve Installers and Repairers, Except Mechanical Door (Instrument Technician) SOC 49-9012 are considered to be High Demand and Targeted Occupations in the Southeast Texas Workforce Development Area.

For questions or further information, please contact Ira L. McNeil, Business Solutions Consultant, at (409) 719-4788.

Sincerely,

Executive Director

Southeast Texas Workforce Development Board.





# Lamar Institute of Technology and Silsbee Independent School District

# **Dual Enrollment Agreement 2015-2016**

This agreement is made by and between the Lamar Institute of Technology (LIT) and the Silsbee Independent School District (ISD). The purpose of this Agreement is to allow for eligible high school students to enroll in college courses and receive credit for courses from the School District and LIT. The following terms and conditions shall govern the eligibility and enrollment of the students and the administration of the high school and college courses offered via dual enrollment effective August 1, 2016.

#### I. General Information.

- A. Academic credit or technical courses may be provided at a high school in the Silsbee ISD or at LIT.
- B. Credit and non-credit courses offered on either the high school or the LIT campus will be eligible for dual enrollment status.

# II. Eligible Courses.

- A. College courses listed in the LIT Catalog are eligible for dual enrollment.
  - 1. Exceptions include:
    - a. Limited access allied health programs.
    - b. Courses that have additional requirements. For example, EMSP classes require that students be 18 years of age.
- B. Eligible courses may be taken in any format that the college offers them unless otherwise specified in the agreement.

## C. Establish Course(s).

- The high school must request, in writing, to offer a dual enrollment course on the high school campus. The request must include the course title, course prefix, faculty member, course location, and course meeting times. Requests must include dual enrollment courses for the academic year (fall semester and spring semester). Requests must be submitted to the LIT Vice President for Academic Affairs.
- For courses that begin in the fall semester, LIT <u>must</u> be notified no later than the first working day in June.
- 3. If the request is approved, the course will be added to the LIT schedule. Until this process has occurred, students will not be able to register for the course(s).
- 4. The Vice President of Academic Affairs will forward the list of courses being taught to the Department Chairs after receiving them from the Silsbee ISD. The Department Chairs will send LIT syllabi for each course to the Principal of each high school. Before the first class meeting, Silsbee ISD will send the teachers individual syllabus for each course to the Vice President of Academic Affairs.

#### III. Student Eligibility.

- A. A student enrolling in dual enrollment college credit course(s) must qualify according to the following criteria:
  - 1. GPA.

- a. Unweighted cumulative GPA of 3.00 for all course(s).
- 2. Academic and Technical Course(s). Students who plan to enroll in Dual Enrollment course(s) <u>must</u> achieve a satisfactory score on the TSI<sup>TM</sup> test.

1 and the		
STAAR	Score of Level 2 on Algebra II EOC, Score 4000 Score of Level 2 on English III EOC, Score 2000	Score of Level 2 on Algebra II EOC. Score 4000 Score of Level 2 on English III EOC. Score 2000
TSI	Mathematics score of ≥350 Reading score of ≥351 and Writing score of ≥363 with 4 on essay	Mathematics score of ≥350 Reading score of ≥351 and Writing score of ≥363 with 4 on essay

3. TSI Assessment. Effective August 22, 2013 all students that register for classes at LIT must complete the TSI Assessment and meet the minimum scores listed below.

Phone (SDC)	Manage Serie			
Contemporary Mathematics (MATH 1332)	Mathematics score of ≥350			
College Algebra (MATH 1314)	Mathematics score of ≥350			
English (ENGL 1301)	Reading score of ≥351 and Writing score of ≥363 with 4 on essay			
Technical Courses	Mathematics score of ≥350 Reading score of ≥351 and Writing score of ≥363 with 4 on essay			

- B. High school students who need college level courses in order to continue to study in a discipline will be eligible to take dual enrollment courses offered on either the high school campus or the college campus.
- C. Students must meet the stated pre-requisite(s) and/or co-requisite(s) of each course and be at least in the 9th grade.
- D. It is strongly recommended that the background and maturity level of the student be considered prior to registration in any college credit course.
- E. Seniors who will graduate at the end of the high school second semester are eligible for dual enrollment participation during Summer I and Summer II of the year in which they graduate provided that the course(s) and credits may be recorded on the high school transcript by the date of high school graduation. All other eligible students may participate in Summer I and II.

# IV. Admissions and Registration.

- A. Counseling Sessions.
  - 1. College personnel will provide the high school principal and counselors with pertinent information concerning the dual enrollment course(s).
  - 2. Students will be permitted one attempt per dual enrollment course.
- B. Students must have the approval of parents and high school guidance counselor documented on the *Dual Enrollment Application*.

# Dual Enrollment Agreement / 2014-2015

C. Entry-level examinations for dual enrollment academic and technical courses shall be requested by the Principal's designee and administered by LIT's designee. Testing will occur as early as possible, prior to the beginning of the semester.

## D. High school counselors will:

- 1. Provide advising and disseminate dual enrollment program information to students and parents.
- 2. Provide course descriptions and course syllabi to students and parents for review during the approval process for students. Syllabi are available on the LIT website (http://www.lit.edu/syllabi/catalog-syllabus.aspx).
- 3. Students need to submit a dual enrollment application on the Apply Texas website.
- 4. Submit 504 Plan to the LIT Special Populations Coordinator.
- 5. Residency. Students must meet the residency requirements. Non-residents must provide one of the following documents:
  - a. U.S. Passport (current or expired) unless stamped non-citizen national.
  - b. U.S. Birth Certificate.
  - c. Certificate of U.S. Citizenship (Form N-560 or N-561) issued by USCIS through a
    federal or state court or through administrative naturalization after December 1990.
  - d. Certification of Naturalization (Form N-550 or N-570) issued by USCIS.
  - e. Permanent Certificate of Naturalization.
  - f. Resident Card with photograph (Form I-151) issued since 1997 or later.
  - g. Resident Alien Card (Form I-551) issued before 1997.
  - h. Consular Report of Birth Abroad (Form FS-240) Issued by State Department and valid photo ID.

If the student cannot meet the residency requirements, they may not participate in the dual enrollment courses.

# E. Deadlines

- 1. The ISD School will deliver approximately 75% of applications and required documents to LIT by July 1<sup>st</sup>.
- 2. The ISD School will deliver the remaining applications and required documents to LIT before the 1st Class Day.

# V. Course Curriculum, Instruction, and Grading.

#### A. Curriculum.

- Dual enrollment courses are college classes and have the academic rigor expected in all college coursework.
- 2. College courses will be taught according to the approved college syllabus.
- 3. Applications will not be processed after the late registration period.
- B. Curriculum Alignment.

# Dual Enrollment Agreement / 2014-2015

- 1. High school principals and college personnel will coordinate course offerings with the high school curriculum in accordance with locally established procedures.
- 2. The ISD faculty and LIT faculty must meet each semester to review the curriculum, methodology, schedules, and student evaluation.

# C. Instruction.

# 1. Schedule.

- a. Dual enrollment courses taught by high school instructors will be taught during normal class periods and hours<sup>1</sup>, for the entire high school semester and in compliance with the high school calendar.
- b. Dual enrollment courses taught by LIT faculty will be taught in accordance with the LIT schedule and calendar or as agreed upon by the ISD and the LIT Vice President of Academic Affairs.
- 2. The student and/or parent(s) shall be responsible for the student's transportation and accept all liability for all courses taken on the LIT campus.
- College instructors must comply with all applicable rules governing attendance, classroom management and record keeping while conducting courses on the high school campus.

#### D. Grading.

- 1. Standard college exams will be used where applicable.
- 2. Grading will be consistent with the grading policy in the LIT course syllabus. Audit grades are not allowed.
- 3. Student grades will be reported to the ISD at the end of the semester to the person or office designated by the Silsbee ISD to receive this information.
- 4. Final grades for students shall be submitted electronically by the faculty member teaching the course according to the LIT Grade Reporting Process and the LIT Academic Calendar.
- 5. Grades will be reported to the ISD as requested for students registered for dual enrollment classes on the LIT campus.

#### VI. Transcription of Credit.

- A. Approved dual enrollment courses will be used to fulfill high school credit graduation requirements or elective credit.
- B. All college credit courses offered will meet the guidelines for transferability of credit under the Texas Education Agency Dual Enrollment policy.

# VII. Dual Enrollment Program Policies.

- A. College instructors teaching on the high school campus during regular school hours will be required to attend organizational meetings, when requested.
- B. It will be the responsibility of the high school Principal to ensure that high school instructors teaching dual enrollment courses abide by the conditions of this agreement.

<sup>&</sup>lt;sup>1</sup> Guidelines for Instructional Programs in Workforce Education, Higher Education Coordinating Board, 2015.

C. Dual enrollment instruction must be provided for dual enrollment students only. ISD students and dual enrollment students may not receive instruction in the same classroom at the same time.

# VIII. Faculty Selection, Supervision and Evaluation.

#### A. Selection.

- 1. Instructors for college course offered at the high school during regular school hours are to be agreed upon mutually by the high school Principal and college personnel in accordance with locally established procedures.
- 2. Dual enrollment faculty members <u>must</u> meet the criteria specified by LIT and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- 3. Procedure to approve high school dual enrollment faculty:
  - a. The Principal must recommend personnel to teach dual enrollment classes. The principal must submit the recommendation in writing along with copies of credentials that support the recommendation. Documents must include official transcripts. Other documents may include copies of licenses, work verification, etc.
  - b. The Principal and the Vice President of Academic Affairs will mutually agree upon the faculty members assigned to teach dual enrollment classes on the high school campus. If no agreement can be reached about any faculty member assigned, the course will not be taught as a dual enrollment course.
  - c. All documents must be submitted at least thirty (30) days before the faculty member teaches a dual enrollment course(s).

# B. Faculty Background Screening.

- Community college faculty who teach dual enrollment courses on the high school campus
  may be required to undergo background screening conducted by the school district. LIT
  will be responsible for ensuring that all such employees have been screened by the school
  district prior to their teaching assignment.
- Although the school district cannot make decisions related to the employment of LIT instructional staff, they can use the results of the background screening to prohibit such personnel from teaching on the high school campus.
- LIT will be responsible for the costs associated with the background screening for LIT
  employees.
- 4. The ISD will be responsible for the costs associated with the background screening for ISD employees.

# C. Faculty Evaluation.

- 1. Evaluation of instructors on high school campuses shall be conducted by LIT as follows:
  - a. The Principal will inform each instructor that he/she will be involved in an evaluation program conducted by LIT and that this program will not be used to determine the employment status of the instructor. The information should be provided to the instructor prior to being assigned a dual enrollment class.
  - b. LIT will identify the college administrator (normally the department chair) who will be conducting the evaluation program at each high school and provide the name of such person prior to the beginning of each school year to the Principal.

- c. The LIT evaluator will review the evaluation program with the instructor. The review shall include a full explanation of each evaluation instrument and an assurance that none of the forms will be placed in the instructor's personnel file at the school district office. Each instructor will be provided with a copy of each evaluation instrument. The Principal, LIT evaluator and instructors will decide collaboratively how and when the evaluation will be implemented. The decision should include the following:
  - Date the Faculty Evaluation form will be given to students and procedures for collection.
  - Month of school year that classroom observations will be conducted and should include: who will conduct the observation, number of observations, and procedures of scheduling pre and post observation conferences.
  - iii. The manner in which the Faculty Evaluation form will be completed and how it will be shared with the instructor. The faculty will receive a personal copy of the evaluation. Only upon the faculty member's request and/or approval will a copy be shared with school or district personnel. This summative conference should occur no later than 10 days after the last observation.
  - iv. The LIT evaluator, upon the request of the Principal, will coordinate with the Principal for the purpose of discussing the program and decide upon a time when the Principal and evaluator will schedule an orientation meeting. The orientation meeting should be scheduled during the first month of the new school year.

# IX. Academic Policies and Student Support Services.

#### A. Students with Disabilities

- 1. Silsbee ISD is responsible for providing and funding reasonable accommodations for dual enrolled student(s) with recent and/or well documented physical and/or learning disabilities during regular high school hours on the high school campus(s). Students with disabilities who are accepted into a dual enrollment course will receive accommodations listed in the "Transition Individual Education Plan (TIEP)."
- 2. Additional testing to receive these accommodations will not be required for students taking courses on either the high school or LIT campus.
- 3. Silsbee ISD and LIT will share equally in the cost of reasonable accommodations that are mutually agreed upon for dual enrolled student(s) who are registered for LIT dual enrollment course(s) on the LIT campus or at another location, i.e., high school campus outside of the normal high school hours.
- 4. Nothing herein shall make LIT a party to the TIEP nor shall LIT be given or required to have a TIEP with a dual enrollment student. LIT's Office of Special Populations shall work with Silsbee ISD to determine needed accommodations.

# B. Confidentiality.

- 1. Each party acknowledges that each party will send and receive information on students which is considered confidential under federal and Texas laws.
- Each party agrees to protect and hold confidential information except by written authorization from the student and/or parent, or unless otherwise authorized or required by law or rules.

#### C. Attendance.

- In the event that the college instructor is unable to attend a scheduled class, the college will provide a qualified substitute instructor. The high school will provide a qualified substitute instructor in the event that the high school instructor is unable to attend a scheduled class.
- 2. Lamar Institute of Technology agrees to:
  - a. Confirm all LIT campus dual enrollment registrations with each Silsbee ISD high school at the beginning of each semester.
  - Notify the high school dual enrollment contact whenever a student drops or withdraws from a course.
  - c. Notify high school counselors when a student has unexplained absences or is in jeopardy of failure.
- The ISD will supervise a change in student enrollment status.
  - a. The ISD will assure that the student completes the LIT Drop/Withdrawal form to change their enrollment status.
  - b. Notify the LIT Student Services representative about their intent to drop or withdraw from course(s).

## D. Suspension Policy.

- When a student is suspended from a ISD school, for any reason, the student will not be permitted to attend dual enrollment classes on LIT's campus for the dates indicated in the suspension.
- The school Principal will notify the Vice President of Academic Affairs of the suspension.
  The suspended student will be subject to any penalties noted in the syllabi of the LIT courses in which he/she is registered.

#### X. Funding.

# A. Tuition.

- 1. Silsbee ISD will pay tuition and fees for students enrolled in dual credit courses according to Table 1: Tuition and Fees (page 8).
- 2. Silsbee ISD will pay tuition and fees for:
  - a. All students enrolled on the first day of class.
    - If the enrollment does not meet the minimum number of students identified in Table 1: Tuition and Fees (page 8) the ISD will pay for the minimum number of students.
  - b. Any students enrolled after the first day of class.
  - c. A Distance Education fee of fifty (\$50) dollars per semester credit hour will be added to the tuition and fees if a student is registered for a course offered as an on-line format.
- For programs requiring professional liability insurance, the required professional liability
  insurance will be paid by Silsbee ISD. LIT will bill Silsbee ISD for these fees. Tuition
  and Fees are due before the end of the semester in which students are enrolled.

4. Tuition and Fees are subject to change without notice by action of *The Texas State University System*.

Table 1: Tuition and Fees

	Campus			Tulina	Technológy	Distance Education Fe	Minimum Number of Gredit and Nos-archit
٨	LIT	LIT <sup>3</sup>	Student on LIT campus with LIT instructor.	\$110	\$18 per SCH	(16 japonea) (k.) \$50	10
В	ISD	LIT	Student at high school site with LIT instructor.	\$110	\$18 per SCH	\$50	10
С	ISD	ISD	Student at high school site with ISD instructor.	\$75	\$0	\$0	10

# XI. Textbooks and Instructional Supplies.

- A. Responsibility of Silsbee ISD:
  - 1. Supply students with textbooks currently adopted by LIT and basic instructional supplies.
  - 2. Purchase, store, and maintain textbooks used in the dual enrollment course(s).
- B. Responsibility of LIT:
  - 1. Provide the Principal with a current list of adopted textbooks by the first working day in May.
  - 2. Review request for exceptions to textbook selection and approve textbooks that adequately meet the curriculum objectives for the college dual enrollment courses.
- C. Student(s) may be required to provide, at his or her own expense, additional materials such as safety glasses, uniforms, safety shoes, kits, etc.

# XII. Amendments to this Agreement.

- A. This agreement, once signed by LIT and the Silsbee ISD Superintendent, may be amended in writing and agreed upon by both parties.
- B. Written requests must be delivered to the Principal and VPAA sixty (60) days before the requested amendment is effective.

# XIII. Contacts.

- A. This agreement will be effective for five (5) years from the year the agreement is signed.
- B. For LIT:
  - Vice President for Academic Affairs, P.O. Box 10043, Beaumont, TX, 77710; 409-839-2148.

<sup>&</sup>lt;sup>2</sup> Cost per semester credit hour per student.

<sup>&</sup>lt;sup>3</sup> Faculty member paid by LIT.

# Silsbee ISD Dual Enrollment Agreement / 2014-2015

- C. For the ISD:
  - 1. Principal or designated ISD employee.

# XIV. Indemnification.

A. To the extent authorized by Texas law, the parties indemnify and hold harmless each other and/or all of its officers, employees, or agents from any and all suits, claims, demands, actions, causes of actions, judgments, liability, loss, damage, attorney's fees, court costs or expenses of any kind, which each part, its officers, employees or agents, may incur arising from the negligence of the other party during the performance of any provision of this agreement or from the activities of the District and LIT personnel, students, faculty, as aforesaid under the provisions of the agreement.

Dr. Paul J. Szuch, President, Lamar

Date Institute of Technology

Dr. Richard James Bain, Jr.

Superintendent,

Silsbee Independent School District

Date